Chapters 6 & 7 UbD/DI and 5 & 6 MI Reflection

Chapter 6 and 7 of the UbD/DI book and chapters 5 and 6 of the MI book provide examples, strategies, methods and materials for teaching to a classroom of diverse learners. MI theory should be included in the planning process and in the implementation of curriculum. The specific focus of each chapter is described below. As I have gained new knowledge of many teaching strategies, I will hopefully apply many into my future classroom.

Chapter 6 of the UbD book combines both responsive teaching, observing, checking and reflecting on student’s progress and altering plans as needed and understanding by design. If the teacher plans with the knowledge that her classroom will be diverse differentiated instruction can be built into the lesson plans. Curriculum should compel students to make meaning and think deeper, they should learn the basics and look for real world application. Informing students of unit goals and the expectations to show mastery is a concept I plan on using in my classroom. I think that by clearly explaining expectations students will know what is coming and why I am teaching them certain aspects, I can relate content back to end goals, which will also help keep me accountable and focused.

To ensure student understanding in a classroom full of multiple intelligences focus on the essential questions, utilizing the 6 facets of understanding and using the WHERETO framework. Chapter 7 addresses this concept. WHERETO is an acronym for **w**hat are we learning? **W**hy is it important? **H**ooking student’s interest and attention? **E**quipping students with necessary materials and what **e**xperiences will help demonstrate concepts? Students will need to **r**ethink, **r**evise and **r**efine prior learning and their current projects. Students must use self-**e**valuation to reflect upon what they have learned. They teacher must **t**ailor lessons to the diverse students. Staying **o**rganized to make the most of all experiences in the classroom. The WHERETO model will be useful in guiding lesson planning and implementation.

In order to meet the needs of all students in a classroom MI theory should be included in the thought process while developing the curriculum. Chapter 5 of the MI book provides an abundance of methods and materials that can be used to teach to all 8 intelligences. One point I found beneficial was to think of planning interdisciplinary themes. This would help connect different subjects, which is a reality in the real world. This would also help students find applications and make meaning from lessons.

Different teaching methods and strategies can be categorized into the different MIs. Implementing these strategies will help students develop other intelligences as well as engage them if they are more inclined towards one or a few MIs. Chapter 6 of the MI book provided 5 examples of instruction methods for each of the 8 MIs. This will be a valuable resource as I begin planning multiple lessons and am in need of fresh ideas. Making sure I plan lessons geared towards all MIs not just the few that I have a tendency towards, will improve my teaching skills and hopefully benefit all students in the classes.